

Teaching Knowledge Test

For questions 31-40, match the circled mistakes in the student composition with the types of mistake listed A, B, C or D.

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once.

Student composition	Types of mistake
31 People like to live in specail places. They prefer to design	A articles B spelling C punctuation D verb forms
32 there own house, not live in an old house. I always think	
33 about design my own house in the future.	
34 Every day I have new idea. I don't know which idea I	
35 should use, one of my ideas is a house on the beach.	
36 First of all, I would like the house to be long way from	
37 the city. I also want it being big and strong. That way	
38 I can relax and to have fun. Secondly, the design of	
the living room is very important. I want a big screen	
39 TV with an exellent sound system.	
40 Rest of the house will be empty for future plans.	

For questions **41-46**, match the classroom management problems a teacher is experiencing while doing group project work with the solutions listed **A-G**.

Mark the correct letter (**A-G**) on your answer sheet.

There is one extra option which you do not need to use.

Classroom management problems

- 41** Weaker students are relying on stronger students and not participating.
- 42** Students are copying directly from the internet and books.
- 43** Some groups are not working quickly enough.
- 44** Some students are relying on the teacher to correct work as they are doing it.
- 45** Some groups are spending all their time on the content of their text and are not thinking about how it looks.
- 46** Some students appear uninterested in the subject of their project.

Classroom management solutions

- A** Make sure that all students have a clear role within the group.
- B** Remind students that marks will be given for paragraphing and layout.
- C** Tell students that they are responsible for the process of checking and editing language.
- D** Allow students to choose their own topic.
- E** Teach students some useful exponents of classroom language.
- F** Explain to students the importance of trying to use their own words in their writing.
- G** Set time limits and deadlines for completing stages of the project.

For questions **47-56**, match what the teacher knows with the types of teaching knowledge listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of teaching knowledge

- A** linguistic
- B** pedagogical
- C** psychological
- D** cross-cultural
- E** technological

What the teacher knows

- 47 the importance of respecting differences between people from all national and racial groups
- 48 theories of how memory works
- 49 the importance to language learners of feeling confident and independent
- 50 all areas of the target language
- 51 how multi-media resources work
- 52 how to use a variety of techniques, strategies and tasks as teaching tools
- 53 the fact that motivation is a factor in learning
- 54 a range of methodologies and types of instruction
- 55 the communicative value of style and register
- 56 the fact that regular revision must be built into lessons by the teacher

For questions 57-64, match the features of interaction patterns with the ways teachers interact with students listed A, B or C.

Mark the correct letter (A, B or C) on your answer sheet.

Ways teachers interact with students

- A teaching from the front of the class
- B teaching by moving around the classroom
- C both A and B

Features of interaction patterns

- 57 This makes the teacher the focus of attention for everyone.
- 58 This allows the teacher to maintain eye contact with all the students.
- 59 This can improve rapport with the class.
- 60 This allows the teacher to monitor the quality of individual students' work.
- 61 This is more appropriate for introducing language.
- 62 This helps the teacher to maintain discipline.
- 63 This allows the teacher to check whether individual students are paying attention.
- 64 This can give shy students the confidence to ask questions.

For questions **65-70**, look at the situations in which a teacher needs to correct students and at the possible correction strategies.

Two of the correction strategies are appropriate in each situation. One of the correction strategies is **NOT** appropriate.

Mark the correction strategy (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

65

When you are conducting an individual drill of a new structure, one student finds the pronunciation very difficult.

- A Without saying it again yourself, ask the student to keep repeating it.
- B Model it for the student and suggest he practises at home.
- C Ask another student to say it and then ask the first student to try again.

66

You hear one student using target language incorrectly during a controlled practice pairwork activity, while other students are using the language appropriately.

- A Prompt the student to correct the language herself.
- B Repeat the language correctly for the student to say after you.
- C Stop the activity and explain the point again to the class.

67

During a role-play a student makes a mistake but his partner understands what he means.

- A Interrupt the role-play and make sure the student corrects the mistake.
- B Ignore the mistake; the pair have used a lot of good language too.
- C Make a note of the mistake to give to the student later.

68

During an open-pair demonstration of an activity, a student stops because she cannot remember a key word which has been covered in a recent class.

- A Ask if anyone in the class can supply the word.
- B Write the word on the board and say it out loud.
- C Tell the student that it is not important and to carry on.

69

The first piece of writing from a new student is full of basic mistakes.

- A Focus on two important areas and correct only those mistakes for the student.
- B Say that it is disappointing to see so many mistakes, and ask the student to re-do it.
- C Underline the most serious mistakes and ask the student to rewrite it for homework.

70

Students in a large, intermediate class are writing a short dialogue to practise telephone language, but many of them are making the same mistakes.

- A Walk round the class monitoring, and correcting each pair's dialogue.
- B Stop the class and clarify the language areas they are having problems with.
- C Look at the common mistakes with the class at the end of the activity and ask them to correct their dialogues.

For questions **71-80**, match the learner comments on feedback with the types of feedback on oral work listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of feedback on oral work

- | | |
|----------|--------------------------|
| A | peer feedback |
| B | giving a grade |
| C | echo-correction |
| D | using facial expressions |
| E | praise |

Learner comments on feedback

- | | |
|-----------|---|
| 71 | At first it seemed strange when the teacher repeated my mistake. But now I think it's a great way to help me put it right myself. |
| 72 | I know immediately when I've made a mistake – I only have to look at my teacher! |
| 73 | Sometimes you learn as much from other students' comments as from the teacher's. |
| 74 | It's nice to be told you've done the task well. It makes you feel more positive towards the teacher. |
| 75 | I need to know what my level is, so that I can improve on it another time. |
| 76 | As it might be <u>us</u> getting the comments next time, we're usually careful to say positive things about each other's work. |
| 77 | The teacher tries to say nice things about everybody's language, but you can see it's quite difficult with some students! |
| 78 | I started to say <i>persons</i> , not <i>people</i> but when I saw the teacher's reaction, I quickly corrected myself. |
| 79 | My parents want to check whether I'm making progress or not, so I need to show them something to prove that I'm doing well. |
| 80 | The teacher's voice goes up a bit when he says it, almost like a question, and I always know what he means. |